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ABSTRACT

This fold-out chart provides information about educational achievement in New Mexico for 1988-89. Demographic and educational indicators are summarized for the 88 school districts with over 292,450 students in 633 public schools in the state. The New Mexico Assessment System measures student achievement in language arts, social studies, science, mathematics, and reading in grades 3, 5, and 8. New Mexico students are required to demonstrate competencies with regard to 13 defined goals in the following areas: communication, quantitative, aesthetics, physical health, science, social skills, cultural knowledge, analytical thinking, life skills, technology, environment, personal and interpersonal health, and lifelong learning. Six graphs indicate students' achievement in the assessment program and on the New Mexico Direct Writing Assessment and the New Mexico High School Competency Examination. Brief descriptions are provided for educational programs in the following areas: (1) special education; (2) Chapter 1 grant awards; (3) bilingual and multicultural education; (4) other federal assistance programs including Indian education; (5) school transportation; (6) student nutrition; (7) instructional materials; and (8) vocational education. A brief summary is presented of educational initiatives that are being introduced in New Mexico schools, which are designed to serve as models for other schools. (SLD)

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NEW MEXICO EDUCATIONAL PERSPECTIVE 1989

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STATE OF NEW MEXICO
DEPARTMENT OF EDUCATION-EDUCATION BUILDING
SANTA FE, NEW MEXICO 87501-2786

ALAN D. MORGAN
SUPERINTENDENT OF PUBLIC INSTRUCTION

Summer, 1990

To All New Mexicans:

An effective education system which is responsive to the needs of students, parents, and all other citizens, is essential to the social and economic growth of New Mexico. To ensure this continued growth and to provide opportunity for further development, meaningful information about the status of the education system must be available to the public.

This report is published to provide information about educational achievement in New Mexico schools and to disseminate knowledge concerning educational initiatives within the state. Through this exchange of facts, it is possible to see progress and problems that may be occurring throughout the state educational system. Better policy formation, widespread stimulation toward improvement, and stronger bonds of communication between the education system and its public are valued outgrowths of the reporting process.

Published information about the education system is necessary and important; however, no report can replace a visit to our schools. Please feel free to visit any school in any district in New Mexico and talk with the students and staff and observe the educational process.

I hope this information is useful to you.

Sincerely,

ALAN D. MORGAN
State Superintendent
of Public Instruction

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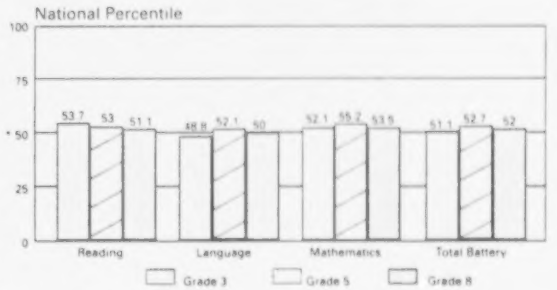
PUBLIC EDUCATION DEMOGRAPHIC AND EDUCATIONAL INDICATORS

Demographic indicators describe the characteristics of the educational system, and they also provide a framework in which to consider learning outcomes. There are 88 school districts in New Mexico with 633 public schools providing instructional services for over 292,450 students. To offer instruction and assistance to students there are more than 22,000 teachers, administrators, librarians, counselors, specialists, and support personnel. Over fifty percent, $811,796,000, of the New Mexico General Fund was spent on public education in 1988-89. This amount of money equalled approximately $2,900 net operational expenditure per pupil. The average teacher had a salary of $24,104 and 12.4 years of teaching experience.

Educational indicators tend to be the direct outcomes of the schooling process. During 1988-89, approximately 16,800 students were awarded diplomas from the various state high schools, and 4,252 individuals received high school diplomas awarded through the New Mexico GED Program. There were 842 New Mexico students who were chosen as ACT Scholars. They scored 26 or better on the ACT College Entrance Test and maintained a high school grade point average of at least 3.5. The percentage of high school graduates who enrolled in college was 48.9. A negative indicator was the 10.4 percent dropout rate for the 73,412 New Mexico high school students.

[redacted] is a major educational indicator. The New Mexico Assessment System measures student achievement in language arts, social studies, science, mathematics, and reading at the third, fifth, and eighth grades. Reading is measured at the first and second grades, and writing skills are examined at fourth and sixth grades. High school students must pass a competency test as part of graduation requirements, and this test is administered at the tenth grade level. Test results for all academic testing are herein reported in various graphs and comparisons have been made with 1987-88 results in some examples.

NEW MEXICO ACHIEVEMENT ASSESSMENT
MEDIAN** NATIONAL PERCENTILES FOR
GRADES 3, 5, AND 8, 1988-89



CTBS, FORM 4 (1988 National Norms)
*The Median National Percentile is 50.

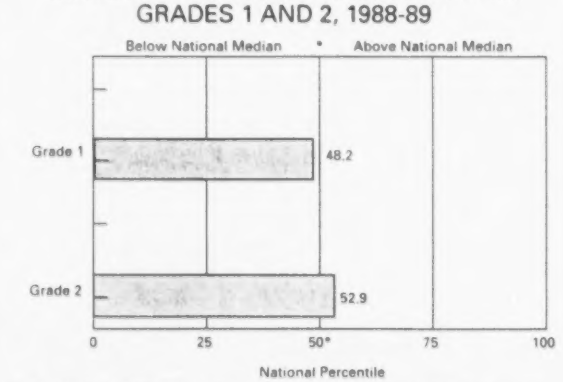
** A median is the middle score of a group of scores

STUDENTS WILL DEMONSTRATE COMPETENCIES RELATED TO THE ATTAINMEI OF THE FOLLOWING GOALS:

Goal 1: Communication
Students will communicate effectively through a proficient use speaking, and listening skills.

Goal 2: Quantitative
Students will apply the principles and concepts of mathematic in the skills of computation, measurement, estimation, and the of data.

NEW MEXICO READING ASSESSMENT
MEDIAN** NATIONAL PERCENTILES FOR
GRADES 1 AND 2, 1988-89



CTBS, FORM 4 (1988 National Norms)
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** A median is the middle score of a group of scores

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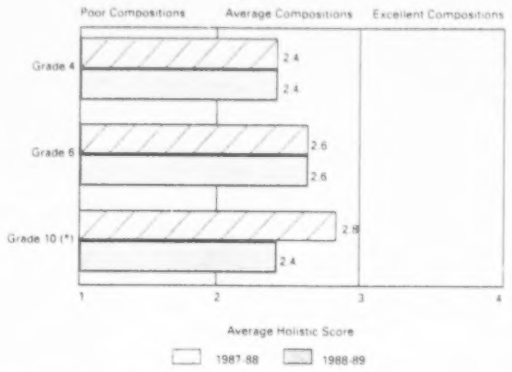
ALL OTHER PURPOSES ARE IN

NEW MEXICO DIRECT WRITING ASSESSMENT GRADES 4, 6, AND 10



(*) From the High School Competency Exam

COLLEGE ENTRANCE EXAMINATION RESULTS

American College Testing Program (ACT)

Year	New Mexico	National
1986-87	18	18.7
1987-88	18	18.8
1988-89	17.8	18.6

CEEB College Board Testing Program (SAT)

Year	New Mexico		National	
	Verbal	Math	Verbal	Math
1986-87	484	525	430	476
1987-88	478	524	428	476
1988-89	483	532	427	476

Goal 3: Aesthetics
Students will have a knowledge of and will participate to the extent possible in the arts, drama, literature, and music.

Goal 4: Physical Health
Students will evaluate and integrate knowledge of personal and public health and will maintain acceptable levels of physical fitness.

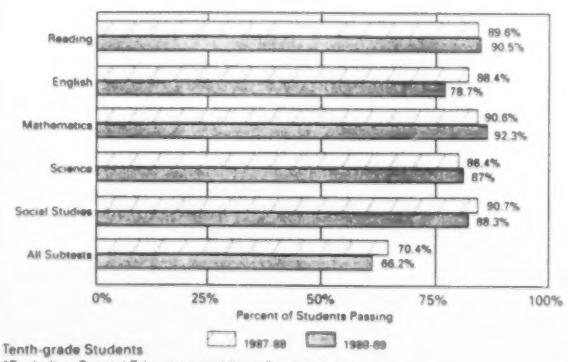
Goal 5: Science
Students will be knowledgeable about scientific principles and be able to apply scientific methods.

Goal 6: Social Skills
Students will demonstrate the knowledg
social, political, and economic life of ou

Goal 7: Cultural Knowledge
Students will demonstrate knowledge of
nations, and world, their customs,

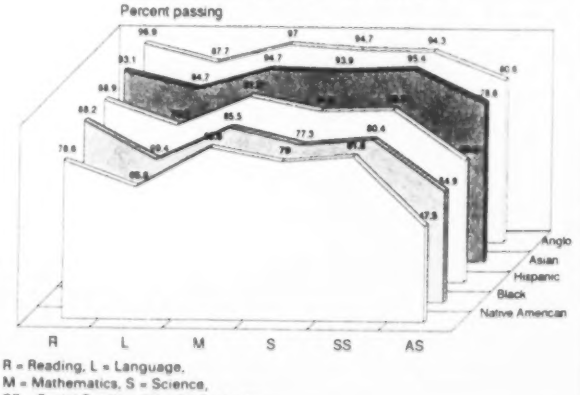
Goal 8: Analytical Thinking
Students will be proficient in the process
and inductive reasonings and in the criti

NEW MEXICO HIGH SCHOOL COMPETENCY EXAMINATION*



Tenth-grade Students
*Excluding Special Education and "zero" subtest scores

NEW MEXICO HIGH SCHOOL COMPETENCY EXAM PERFORMANCE BY ETHNICITY



R = Reading, L = Language,
M = Mathematics, S = Science,
SS = Social Studies, AS = All Subtests

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IN SUPPORT OF THIS ENDEAVOR

EDUCATIONAL PROGRAMS AND INITIATIVES

Educational programs in the various districts are determined by integrating content competencies and state standards with local instructional objectives. School programs provide basic instruction in academic subjects, fine arts, health and physical education, vocational programs, and technical topics. Pedagogical processes and the use of learning materials are the choices of the school and the individual classroom teacher. Appropriate instruction for all students is the singular purpose of school.

Many students require additional or alternative programs to enable them to succeed.

Bilingual-Multicultural Education was provided to 49,193 students in 46 school districts during 1988-89. With expenditures of $8,526,488, programs were implemented for students who were linguistically and culturally different and who were experiencing English language difficulties. Instruction was provided using the students' home language until English was proficient enough to ensure success.

nowledge and skills necessary to participate in the
life of our national and interdependent world.

/ledge of the cultural diversity of our
customs, languages, people, and history.

e process of problem solving, in the skills of deductive
n the critical thinking skills which include
analyzing, evaluating, synthesizing, and distinguishing fact from opinion.

Goal 9: Life Skills
Students will be knowledgeable about career opportunities and requirements, work ethics, community resources, consumer economics, and will demonstrate the skills, abilities, and attitudes necessary to get and keep a job.

Goal 10: Technology
Students will have a knowledge of technology, its scientific basis and its applications in and effects on society.

Goal 11: Environ
Students will demo
environment and th

Goal 12: Personal
Students will demo
tain personal, ment

Goal 13: Lifelong L
Students will acquir
learning process th

Special Education programs provided instructional assistance to 36,932 students in 1988-89. Approximately 3,500 programs identified and evaluated students in need of special services. Specific learning activities were offered to exceptional students, ages 3 to 21 years of age, and $122,824,379 in funds, both state and federal, were generated to meet the program needs. Special Education served approximately 13.1 percent of the children in public education last year.

Chapter I Grant Award funds, $30,000,000, (federal) provided assistance to local educational agencies to meet the specific needs of educationally deprived children and students whose parents/guardians move from school district to school district to pursue agricultural employment; handicapped children in state-supported institutions for the handicapped; and special educational needs of institutionalized, neglected or delinquent children for which the state has responsibility. There were 30,893 students in Chapter I programs in the 88 school districts during 1988-89.

Other programs provided special assistance to students and teachers in a variety of ways.

Indian Education, federal bilingual programs, Chapter II Block Grants, and ESEA Title II programs supplied administrative, technical, and coordination services to local school districts following federal guidelines and procedures. Students received substantive assistance through the district cooperation with

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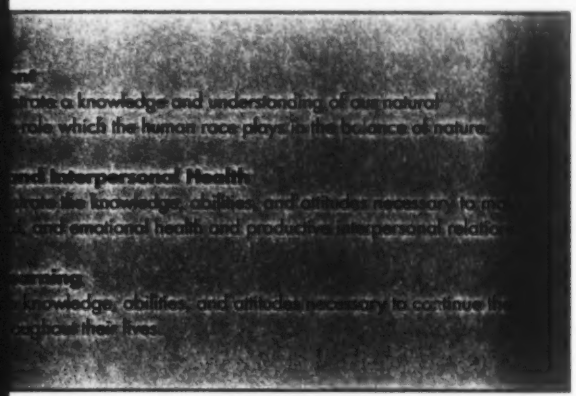
ALL STUDENTS

state agency support groups and organizations.

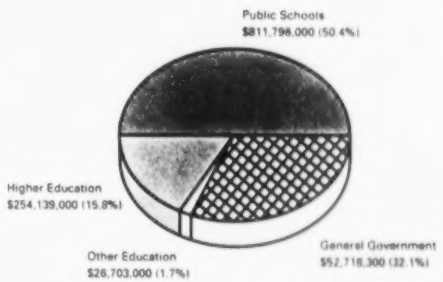
School Transportation coordinated the busing program with the local school administration, and during 1988-89, 2,133 buses traveled 30,601,588 miles and transported 136,914 students to and from school.

Student Nutrition served 161,245 lunches daily, and assisted with the breakfast and special milk programs in all districts.

Instructional Materials were made available to students pursuant to state law and State Board of Education regulations. The 1988-89 appropriation of funds for instructional materials was $10,649,600 or $33.30 per pupil for each of the school districts.



NEW MEXICO RECURRING EXPENDITURES
$1,611,162,000 FOR 1988-89



Vocational Education opportunities are available through special programs at the high school level and at 25 state-supported post-secondary institutions throughout New Mexico. High schools offer a variety of vocational programs designed to provide entry level skill to students wishing to specialize while still in secondary school. Post-secondary schools include vocational-technical institutes, junior colleges, universities and their branch campuses. General programs include agriculture/conservation, automotive/aviation, business/computer, construction/remodeling, health services, personal/public service, and technical trades. At least 79 different courses of study are offered for fulfilling individual and personal goals. Students who have completed programs receive certificates or two-year associate degrees in a variety of academic and occupational areas. The Division of Vocational Rehabilitation offers assistance to adults with physical disabilities who are in need of training, advisement, and job placement.

Initiatives are innovative educational programs that have been carefully developed and are currently being introduced and implemented in various schools in New Mexico. These programs represent alternative instructional processes, creative approaches to grouping students and assigning teachers, and a change in specific learning outcomes and expectations. To ensure success of these initiatives, a restructuring process is necessary at the school and administrative levels. This means a rethinking of philosophy, goals and objectives, and other changes that are necessary to support the new educational emphasis. Programs that have been implemented in state schools are: Re:Learning, Cooperative Learning, Learning Style Programs, Continuous Progress Models, Inviting School Success, and Middle School Concept. These programs are under continuous evaluation and monitoring and they will serve as models for other schools to emulate.